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ABSTRACT

This report describes the instructional and support services delivered directly to migrant children and youth in Washington State. It also describes the statewide services provided through special projects and programs. The report details the use of federal grant awards to the state for fiscal 1987. There are five sections to the report. Section 1, "State-level Administrative Activities," describes the role of the state migrant education office and its capabilities for monitoring, record-keeping, staff training, and data transfer. The section also discusses the Migrant Education Regional Offices (MERO), whose staffs are responsible for inservice education, coordination of state-level projects, facilitation of parent involvement, and development and distribution of materials. Section 2 discusses the "Eligible Student Population," focusing on aspects of family mobility, migration patterns, and other state demographics. The section also includes break-downs of the migrant children population in terms of living status, the time of year they attend school programs, and their ethnic background. Section 3 presents an account of the number of children who actually received instructional or support services through the migrant education program during the 1986-87 school year. It further defines the served population using characteristics described in state law. Section 4 discusses student achievement statistics. Section 5 looks at "Statewide Services and Special Programs," particularly in the areas of health, special education, and preschool programs. Fourteen tables illustrate various demographic aspects of the state population, migrant students and their standardized test scores. (TES)

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PROGRAM for MIGRANT CHILDREN'S EDUCATION

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1987 Washington State Evaluation Report

PROGRAM FOR

MIGRANT CHILDREN'S EDUCATION

1987 WASHINGTON STATE EVALUATION REPORT

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INTRODUCTION

The Washington State education program for the children of migrant farm workers marks its twentieth year of operation in 1987. This report describes the instructional and support services delivered directly to migrant children and youth as well as the statewide services provided through special projects and programs. The information presented here describes the use of the federal grant award to the state of Washington for fiscal 1987, encompassing the time period of July 1, 1986 through June 30, 1987.

Historical Perspective. Educational opportunities for special needs children were minimal until the passage of the Elementary and Secondary Education Act (ESEA) in 1965. This legislation served as the legal base for federal support of compensatory education for the nation's economically and educationally deprived children. In 1966, Congress amended ESEA Title I with Public Law 89-750. The new legislation authorized federal funding for a specific group of children who had limited access to traditional school systems -- the children of migratory farm workers and fishers.

State administered programs, developed to meet the academic, health, and social problems due to the mobile nature of this population, began operation in 1967. In its 21 years of operation, the program for migrant children's education has evolved from a scattering of tutorial projects to an interstate network reaching over 700,000 children.

Congress revised education funding in 1982 with the passage of the Omnibus Budget Reconciliation Act. This legislation contained the Educational Consolidation and Improvement Act (ECIA) which extended compensatory education funding originally established under ESEA Title I. The current federal

enactment authorizing migrant education programs is ECIA Chapter 1 Migrant (Public Law 97-35).

Each state with a documented migrant student population may obtain federal funds to serve migrant children. A state's grant award is based on the number of documented eligible children. To fulfill the intent of the law and the established national goals of the program, each state designs a comprehensive plan to meet the educational, health, and nutritional needs of the migrant children.

In Washington State, the plan listing the state's specific goals and objectives is published as The Washington State Program for Migrant Children's Education. The 1987 state plan was released for public comment by the Office of Superintendent of Public Instruction on February 14, 1986. The plan resulted in a grant award of $10,217,302 to the state of Washington for the provision of instructional and support services to an estimated service population of 19,000 children during the 1986-87 school year and following summer.

The Washington State Migrant Education Program is administered through the Supplemental Education Program Section, Division of Instructional Programs and Services of the Washington State Office of Superintendent of Public Instruction. Two regional offices operate in Yakima and Mount Vernon through contracts with Educational Service Districts (ESDs) 105 and 189.

State-level management information, data base development and maintenance, computer programming, and electronic communications are the functions of the state office of the Migrant Student Record Transfer System (MSRTS) based in Sunnyside, Washington.

Instructional and support services to students are the prime responsibility of 66 school districts and 13 special service providers. The sections of the report that follow detail the services rendered through each component of the Washington State Migrant Education Program.

SECTION 1

STATE-LEVEL ADMINISTRATIVE ACTIVITIES

Migrant education state-level management and training are provided by state program supervisors, regional office staff at ESD 189 and ESD 105, and the employees of the Migrant Student Record Transfer System. A complete picture of the services rendered through the state administered portion of the federal grant award must begin with a description of services rendered through these providers. Services of an instructional or support nature delivered directly to students are detailed in Section 5 of this report.

State Office Programs. The Office of the State Superintendent of Public Instruction, located in Olympia, Washington, is the base for the state migrant education program office. This office has four central functions: development of the state plan, approval and funding of local education agency programs, supervision of statewide projects, and monitoring for program compliance. In addition, the state office staff provides training, technical assistance, and supervises interstate activities.

In the 1986-87 school year, federal regulation compliance was monitored through a review of 15 school districts and four statewide projects. Noted project strengths were parental notification systems and coordination of instructional services. Statewide, the most often cited compliance exception was the absence of a written referral system to enroll migrant students in supplementary services.

Training efforts are a major part of state-level activities. The responsibility for planning is shared by the state office, regional offices, and MSRTS staff. A central event this past year was The August Institute, a series of preservice and inservice workshops and presentations provided

through a conference setting. Parents, teachers, instructional aides, and program coordinators participated in this event, held August 18-20 on the campus of Central Washington University. The state observance of the 20th anniversary of migrant education was celebrated on this occasion.

The focus of state-level training for students was the Student Leadership Conference held in the spring of 1987 in Yakima, Washington. This event, a first of its kind in Washington, emphasized skills development and dropout prevention for youth, ages 13-19.

Services for children with special needs can only be efficiently provided through a state-level plan. An example of this is the Migrant Children with Exceptional Needs project which was reactivated during the 1986-87 school year. A project staff member has been funded and a Technical Resource Committee has been established to provide guidance and recommendations on service to migrant children with handicapping conditions.

Major changes in the processing of state-level management information were initiated in 1986. The state office and the Migrant Student Record Transfer System staff revised project record keeping, reporting systems, and state report production. A system was developed that allows local project managers to electronically send and receive student records to the central MSRTS office.

This ability to electronically transfer data facilitated another major change in the collection and analysis of end-of-year report information. For the first time, school district staff did not have to transfer reports of instructional and support services to the state offices via paper forms. This enabled building, district, and state statistical reports and the federal performance report to be compiled from data submitted by each school district, throughout the year.

State, regional, and MSRTS program administrators were also heavily involved in national migrant education projects and in interstate activities. These efforts included the national celebration of the 20th anniversary of migrant education, planning and implementation of a national microcomputer user's group, participation in the planning of a Space Camp[1] experience for migrant children, national evaluation projects, and participation on the National Association of State Directors of Migrant Education and it's committees.

Migrant Education Regional Offices (MERO). As noted earlier, the Washington State Migrant Education Program underwent significant organizational changes in 1985. By July 1, of that year, an organizational shift occurred that resulted in a change from a single resource center situated in the Yakima Valley (Sunnyside), to two educational regional offices located at ESD 105 in Yakima and ESD 189 in Mount Vernon. Service under the new system began in September, 1985.

The MERO staff are responsible for inservice education, coordination of state-level projects, facilitation of parent involvement, and material development and distribution. Health services are coordinated through the MERO at ESD 105.

Inservice activities center on helping school professionals address the specific instructional and support service needs of migrant children. This includes curriculum development in the priority areas of reading, math, and oral language development; introduction of instructional strategies for the non- or limited-English speaking student; and assistance in working with

[1] Space Camp is a National Aeronautics and Space Administration project and training center in Huntsville, Alabama.

at-risk migrant youth in secondary programs. During the time period of July 1, 1986, through June 30, 1987, 82 workshops were conducted by MERO staff members to address these needs. In addition, over 400 consultations and 12 conference sessions related to instructional improvement were provided. The regional offices are especially important in the coordination of regional projects. This year, the Mount Vernon MERO worked extensively with the Skagit Valley summer school cooperative. The Yakima MERO staff concentrated on regional parent conferences.

The Migrant Student Record Transfer System (MSRTS). The headquarters for the state record transfer system remains in Sunnyside, Washington. This office is the state link to the national computer network that facilitates the transfer of educational and health records of migrant children. As a part of it's responsibilities this office coordinates a variety of state-level functions including verification of enrollment data, compilation of state service reports, and the training of records clerks and terminal operators.

The MSRTS is also responsible for the training of school district personnel in basic operations of the MSRTS, the Skills Information System, the Secondary Credit Exchange, and the maintenance of health records. This year, MSRTS staff members conducted 73 inservice sessions for over 400 school district employees or parents on these topics. In addition, the 12 professional staff members provided over 550 consultations in response to specific school district problems.

The task of assuring that student identification and recruitment for the Migrant Education Program is accurate belongs to the Identification and Recruitment Component of the MSRTS. The identification process begins with a series of visits to migrant families and labor camps. Recruitment specialists determine eligibility, migrant status, and the families' history of moves. A

certificate of eligibility is completed for each child or youth meeting the federal requirements. When the information is verified, the new student record is sent to appropriate local school districts, the state MSRTS data bank, and the national record system. An incentive for enrolling on the record system, and another state-level service, is the provision of life insurance coverage for MSRTS enrollees. The MSRTS unit in Sunnyside is also responsible for the administration of the insurance program.

State Advisory Committee (SAC). The state program office works closely with an advisory committee to insure the participation of migrant parents and educators in state-level needs assessment and policy formation. The interests and educational needs of migrant children are voiced at the state-level by these dedicated parents, community leaders, and educators.

The primary goal of this committee is to increase the involvement of migrant parents in the education of their children. Oftentimes, language barriers and unfamiliarity with the school system prevent such interaction. Local parent committees are formed to overcome these problems and to increase communication between migrant parents and school personnel. The Migrant Education State Advisory Committee encourages and assists these local parent groups and represents their interests at the state-level.

The committee met five times at various locations in eastern and western Washington during the 1986-87 program year. The state SAC agendas covered formulation and approval of the state plan, review of the 1986-87 program budget, prioritization of objectives, and review of federal and state legislation affecting migrant children.

The SAC prepared and supported two changes to the Committee's By-laws. Starting with the fall, 1987 term, a migrant education program student will be a representative on the State Advisory Committee. Another major change to the

by-laws is the creation of an Executive Committee. This group, made-up of selected current, past, and future officers, assists with the transition process each year and adds to the continuity of the state planning effort.

State Advisory Committee members also participated in the major state training sessions and migrant education conferences held this year. These included The August Institute, the Student Leadership Conference, the National Migrant Education Conference, the Parent Regional Conference, and the National Celebration of the 20th Anniversary of Migrant Education.

A listing of the members of the State Advisory Committee and their area of representation follows.

Washington State
Migrant Education Advisory Committee

1986-87

Kim Avelar, Community Aide
Richland, Washington

Esiquia Chavira, Parent
Bridgeport, Washington

Les Domingos, Principal
Pasco, Washington

Tina Garza, Parent
Othello, Washington

Edwardo Hernandez, Parent
Mabton, Washington

Donald Hughes, Project Director
Sunnyside, Washington

Dale Johnson, School Director
College Place, Washington

Louis Ochoa, Community Representative
Mesa, Washington

Clotilde Peralta, Parent
Pasco, Washington

Armando Perez, Parent
Mount Vernon, Washington

Mike Reichenberger, Parent
Grayland, Washington

Esiquio Sandoval, Parent
Yakima, Washington

Juanita Segura, Teacher
Moxee, Washington

Roy Williams, Superintendent
Toppenish, Washington

SECTION 2

ELIGIBLE STUDENT POPULATION

The definition of an eligible migrant student is specified by law. Two classifications are identified, "currently migratory" and "formerly migratory." The singular definitions of those classifications are as follows:

> **A currently migratory** child means a child whose parent or guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another . . . to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.
>
> **A formerly migratory child** means a child who was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child.

Eligibility is initially determined by a migrant education recruitment specialist. A certificate of eligibility is then filed for each child or young adult under age 21 who qualifies under the federal definition and had not been previously enrolled on the record transfer system.

After a migrant child is identified and deemed eligible, he or she is assigned an identification number on the MSRTS. A computer record is assembled from eligibility data and the information is added to the national data bank in Little Rock, Arkansas. The phrase used is "enrollment on the MSRTS system." Enrollees, therefore, are eligible students, not necessarily students who enroll in a school.

State Migration Patterns. State MSRTS enrollments vary according to the flow of migrant workers into and across the state. A brief description of this movement and how it affects the eligible population is added here.

Divided by the Cascade Mountains, the eastern and western halves of the state display very different geographical characteristics. The eastern part

of the state containing the rich Yakima, Okanogan, and Palouse Valleys, is the home of the state's largest concentration of migrant laborers. These farm communities, irrigated by the Columbia River, support the state's major fruit, grain, and vegetable crops.

The migrant labor flow into the state follows the river northward. Starting in the early spring, the earliest harvest is the asparagus crop. Walla Walla, Franklin, and Benton Counties, in southeastern Washington, are heavily impacted. Workers are also used for fruit tree pruning. The spring and summer vegetable and fruit crops bring the highest numbers of farm workers to the mid-Yakima Valley from May through September. All 15 school districts in Yakima County support migrant education programs. The latter part of the summer and early fall takes the labor flow further northward through Grant, Douglas, Chelan, and Okanogan Counties for the harvesting of one of the nation's largest apple crops.

In general, western Washington has a considerably higher population density clustered along the Interstate 5 corridor and a lower migrant population. Overall, the western Washington economy supports a diverse mix of business and industry that includes aerospace, high technology, manufacturing, timber, and fishing. Three distinct populations of migrant workers are present in this area of the state.

Migrant workers of Status IV, V, and VI (currently and formerly migratory fishing industry workers) cluster in the coastal areas and in Port Townsend on the Strait of Juan de Fuca. Migrant laborers are also present in western Washington during the months of October through December to assist in the harvest of Christmas trees. The largest subset of workers in western Washington is in the Skagit Valley, known for its berry, fruit, and commercial flower crops. The Skagit County area is the site of the largest growth in the migrant student population in Washington State in recent years.

School District Programs. To support a migrant education program, a school district must have verifiable evidence of a migrant student population. The presence of eligible children is documented through an area survey completed by a recruitment specialist. When a sufficient number of eligible children and youth is noted, the school district conducts an appropriate needs assessment and makes an application for funds through the state office. In 1987, 66 of the state's 297 school districts received funding for supplementary instructional programs. Figure 1 indicates the 1986-87 program sites in relation to geographical area.

The range in school district MSRTS enrollments for the 1986-87 program year is revealed in Table 1. The three largest eligible populations resided or moved through the Pasco (2,038), Yakima (1,794), and Sunnyside (1,546) school districts. The MSRTS enrollments of these districts comprised 31 percent of the state's total enrollment. Six districts had MSRTS enrollments over 500. In order of size they were: Toppenish (979), Othello (886), Wapato (778), Grandview (695), North Franklin (612), and Mabton (592). Mid-size programs ranging in enrollment from 100 to 500 numbered 27. Approximately one-half of the school districts with migrant education programs (30) served under 100 students per year.

The Washington State MSRTS cumulative enrollment for school districts with September to June programs was 17,293 children. This was 1,261 children more than the fiscal year 1986 figure of 16,032 students. While the total number of eligible students remains stable, slight shifts can be detected in each district's enrollment levels. A comparison of 1986 and 1987 cumulative counts in Table 1 shows 20 school districts with declines, and 39 school districts with increases. Districts in their first year of program operation were: Anacortes, Battle Ground, La Conner, Meridian, Prescott, and Waterville. The Fife, Odessa, and Sedro Woolley programs ceased operation.

Figure 1

Washington State Migrant Education Programs

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Table 1
Eligible Students, K-12 Population, 1986, 1987 Comparison

District/Project	1985-1986 Cumulative Count	1986-1987 Cumulative Count
Anacortes	0	11
Battle Ground	0	32
Brewster	149	145
Bridgeport	79	76
Burlington-Edison	168	178
Cascade	69	66
Cashmere	64	51
Centralia/Chehalis	9	6
College Place	216	220
Columbia (Walla Walla)	50	43
Concrete	5	9
Conway	40	50
Dayton	94	104
Eastmont	134	151
Elma	16	21
Ephrata	39	66
Fife	10	0
Finley	38	36
Grandview	595	695
Granger	423	459
Highland	146	190
Kennewick	462	482
La Conner	0	33
Lake Chelan	163	158
Lind	21	25
Mabton	576	592
Manson	143	117
Meridian	0	16
Moses Lake	443	464
Moxee	116	127
Mount Adams	67	94
Mount Vernon	274	257
Naches Valley	157	205
North Franklin	601	612
Ocean Beach	291	338
Oconta	67	78
Odessa	26	0
Okanogan	72	86
Omak	87	63
Orondo	99	57
Oroville	121	140
Othello	856	886
Palisades	28	37
Pasco	1,966	2,038
Pateros	33	34
Port Townsend	43	50
Prescott	0	18
Prosser	457	452
Quincy	350	270
Royal	184	208
Sedro Woolley	28	0
Selah	97	142
Shelton	97	111
Sunnyside	1,348	1,546
Tacoma	166	152
Tonasket	95	105
Toppenish	781	979
Wahluke	97	166
Walla Walla	311	268
Wapato	802	778
Warden	230	217
Washington Human Development Corp.	0	28
Waterville	0	28
Wenatchee	260	258
West Valley (Yakima)	75	77
White Salmon	33	37
Wilson Creek	25	22
Yakima	1,514	1,794
Zillah	26	39
Total	16,032	17,293
Number of Programs	62	66

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In addition to the 17,293 kindergarten through grade 12 regular term students, 707 students were reported as participants in the regular year Secondary Credit Exchange program, a night school option for secondary-age youth. A total of 4,341 children were also enrolled as Early Childhood Program participants during this school term.

The majority (64%) of children identified as eligible and enrolled on the MSRTS are in the K-12 classification and served in the regular school term. When regular and summer terms are combined, K-12 eligible students account for 73 percent of the total eligible. The full listing of all subpopulations by school term is reported below in Table 2.

Table 2

Subpopulation Summary, Regular and Summer Term

Classification	Regular Term	Summer Term	Total	Percentage
K-12	17,293	2,247	19,540	72.8
Secondary Credit Exchange	707	650	1,357	5.1
Early Childhood	4,341	0	4,341	16.2
Out-of-School[1]	1,102	0	1,102	4.1
Nonproject[2] Areas	494	0	494	1.8
Total	23,937	2,897	26,834	100.0
Percentage	89.2	10.8	100.0	

[1] Children and youth identified as eligible and not attending a school program.

[2] Eligible children and youth identified in areas that do not have migrant education programs.

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Eligible Student Characteristics Over Time. There has been a steady rise in the number of eligible migrant youth and district programs over the last decade. Table 3 documents this development by providing the figures for the state student population from 1977-87. The Washington State program, documenting over 22,000 eligible students, is the fourth largest migrant education program in the nation, after California, Texas, and Florida.

Table 3

State Population Trends

Program Year	LEAs with Migrant Programs	State School Population[1]	Eligible Migrant Student Population			
			Regular K-12 Programs[2]	Secondary Credit Exchange	Early Childhood Programs	State Migrant Total
1977-78	53	776,463	13,252	253	1,091	14,596
1978-79	55	769,246	13,559	510	1,063	15,132
1979-80	52	763,997	13,543	575	2,500	16,618
1980-81	56	756,583	14,121	564	2,316	17,001
1981-82	56	749,050	14,372	583	2,147	17,102
1982-83	57	738,523	15,038	520	2,584	18,142
1983-84	60	736,094	15,950	600	2,327	18,877
1984-85	60	740,817	15,942	638	2,625	19,205
1985-86	62	748,599	16,032	701	2,813	19,546
1986-87	66	761,720	17,293	707	4,341	22,341[3]

[1] The state school population figures are as of October 1 of each listed year.

[2] These data reflect cumulative, unduplicated counts for the regular school year for students in kindergarten through grade 12.

[3] The out-of-school eligible population (1,102) and the nonproject area eligible population (494) for the regular term are not included in this total figure.

Migrant Status. For statistical purposes, eligible migrant children are classified by the type of moves made within a calendar year and by the type of harvest in which they or their families are engaged. The combination of characteristics results in six statuses defined as follows:

Status I	Interstate Agricultural (currently migratory)
Status II	Intrastate Agricultural (currently migratory)
Status III	Formerly Migratory (agricultural)
Status IV	Interstate Fishing (currently migratory)
Status V	Intrastate Fishing (currently migratory)
Status VI	Formerly Migratory (fishing)

Table 4 indicates the number of K-12 migrant students in each status by year. The most noticeable shift has occurred in Status I, Interstate Agricultural. Since 1977-78, the number of children in this category has declined by 2,189 students, even though the total state population of migrant children has increased. As a percentage of the total population, Status I students made up 52 percent of the population in the 1977-78 program year. Currently the Status I category represents 27 percent of the state's total eligible K-12 population.

Intrastate migration also increased in Washington State in the past decade. This is reflected in the increase in Status II eligible students. As a percentage of the state total, Status II has increased from 22 to 24 percent.

The greatest increase over time has been registered in Status III, Formally Migratory, agricultural. This category has more than doubled since 1977-78, resulting in a status percentage shift from 23 to 46 percent of the state total. Under federal law an identified migrant child is eligible for program services for up to five years after the family no longer moves to engage in farm work. Status III migrants are thus the most readily identifiable group and the one most likely to have eligibility verified.

The children of migrant fishers are listed as Status IV, V, and VI. As a whole only 503 are in this classification this year. This represents under 3 percent of the state eligible K-12 migrant student population. After a steady decline Status IV and V totals have almost doubled; Status VI registered a fourth decline in four years. Table 4 presents the status information for the K-12 population in the state of Washington from the 1977-78 school year to the present.

Table 4

Eligible Students by Migrant Status, K-12 Population

Program Year	Status I	Status II	Status III	Status IV	Status V	Status VI	Total
1977-78	6,920	2,950	3,001	151	114	116	13,252
1978-79	6,974	3,129	3,047	151	114	144	13,559
1979-80	6,490	2,867	3,771	166	128	121	13,543
1980-81	5,673	3,041	4,983	182	111	131	14,121
1981-82	4,623	2,955	6,328	190	71	205	14,372
1982-83	4,485	3,211	6,851	133	92	266	15,038
1983-84	4,502	3,525	7,446	52	70	355	15,950
1984-85	4,474	3,483	7,524	69	46	346	15,942
1985-86	4,341	3,490	7,762	64	44	331	16,032
1986-87	4,731	4,126	7,933	120	83	300	17,293

Racial/Ethnic Classification. The racial/ethnic group classification of Washington State migrant children and youth for the years 1978 to 1987 is presented in Table 5. Only the White and Hispanic categories have recorded change over time.

The total Hispanic category has grown from 74 to 86 percent of the state total. The number classified as "White" has continued to decrease each year. For four years, figures have been available for migrant students classified as Asian. This group decreased by nine students this past year but remains at 2 percent of the state total. Use of the classification titled "Other" has been discontinued.

Table 5

Eligible Students by Racial/Ethnic Classification, K-12 Population

Program Year	White	Hispanic	American Indian	Asian	Black	Other	Total
1977-78	3,190	9,792	178	--	15	77	13,252
1978-79	2,932	10,339	192	--	7	89	13,559
1979-80	2,624	10,514	291	--	12	102	13,543
1980-81	2,479	11,291	236	--	22	93	14,121
1981-82	2,536	11,350	221	--	27	238	14,372
1982-83	2,460	12,048	160	--	29	341	15,038
1983-84	2,371	13,094	153	260	23	49	15,950
1984-85	2,260	13,184	159	321	18	--	15,942
1985-86	1,842	13,683	137	351	19	--	16,032
1986-87	1,797	14,951	188	342	15	--	17,293

SECTION 3

ECIA CHAPTER 1 MIGRANT SERVICES AND STAFF

The second section of this report describes the state's migrant student population, documents the number of migrant children enrolled in MSRTS, and gives a state program overview. Although MSRTS-enrolled children are those deemed **eligible** to receive program services, the limitation of program dollars makes it impossible for all eligible children to be served in migrant education programs. Not all migrant children are below grade level or in need of special services, and some children are served by other special programs necessary for supplemental education. This section presents an account of the number of children who actually **received** instructional or support services through the migrant education program during the 1986-87 school year. It also describes the served population by the characteristics defined in Public Law 98-211 (the Technical Amendments to the Chapter 1 law).

The technical amendments require state education agencies to collect three types of information about participants for federal reporting. In addition to duplicated and unduplicated counts by grade, states are required to classify the service population by age, gender, and racial/ethnic categories. The revised state reporting system allows reports to be produced according to these specifications.

Federal requirements for data collection for the migrant education program are distinctively different from other federal programs, including the Chapter 1 Regular program. The current Department of Education interpretation of a "served" migrant child is one who has received an instructional **and/or** support service at any time during the current fiscal year. Each child is

counted once regardless of the number, type or duration of service, or the number of school districts in which they have been served. The count is taken over both the summer and regular school terms.

Because of the uniqueness of this specification for counting service, the reader is cautioned to not compare these service counts with other state-level program performance reports. Similarly, 1987 figures are not comparable to state reports of program service from previous years. In addition, because the figures represent students who have received instruction, or support services, the numbers listed here are inappropriate as a base for the number of children who could potentially be included in a program evaluation involving testing.

One other variation in the 1987 data collection and reporting should be noted. In past years, the state service report has been compiled exclusively from reports from school district migrant education programs. The use of a student based data file allows the service reports from all service providers to be aggregated. This year, this state report of program services includes children served in preschools supported by grants to nonprofit organizations as well as services rendered through night schools (Secondary Credit Exchange).

Table 6

Number Served by Grade and Gender

Grade	Male	Female	Grade Total	Percent of Total Served
Pre-K	762	674	1,436	15.0
K	582	471	1,053	11.0
1	634	552	1,186	12.5
2	483	460	943	9.9
3	400	372	772	8.0
4	406	346	752	7.9
5	307	268	575	6.0
6	240	236	476	5.0
7	226	188	414	4.3
8	250	196	446	4.7
9	249	198	447	4.7
10	244	161	405	4.2
11	163	124	287	3.0
12	76	73	149	1.6
Ungraded	107	100	207	2.2
Total	5,129	4,419	9,548	100.0
Percentage	53.7	46.3	100.0	

Characteristics of Children Receiving Service. Using the specified federal definition of a served student, the Washington State total number served was 9,548 during the time period from July 1, 1986 through June 30, 1987. The total represents 5,129 males (53.7%) and 4,419 females (46.3%). The highest concentration of service was at grade one, where 1,186 children received either instruction or a support service. The majority of the children served (64.3%) were in grades Pre-K to four.

Table 7

Served Students by Age

Year of Birth	Age	Number of Students	Percentage
1965	21	5	<0.1
1966	20	36	<0.1
1967	19	79	<0.1
1968	18	162	1.7
1969	17	285	3.0
1970	16	378	4.0
1971	15	418	4.4
1972	14	435	4.6
1973	13	449	4.7
1974	12	450	4.7
1975	11	561	5.9
1976	10	655	6.9
1977	9	757	7.9
1978	8	806	8.4
1979	7	961	10.1
1980	6	1,003	10.5
1981	5	887	9.3
1982	4	615	6.4
1983	3	405	4.2
1984	2	161	1.8
1985	1	40	<0.1
Total		9,548	

Age of Program Participants. Figures for the review of participants by age were obtained by classifying students by the year of their birth. This listing appears as Table 7. Services were primarily given to students aged six to ten. Forty-six percent of the served population fell into this age range. Although the law allows service to age 21, less than 3 percent of the state's students were 18 years of age or older. Similarly, less than 2 percent of the served migrant student population is age two or under.

Migrant Status. The served population may also be viewed by migrant status.[1] The status of the 9,548 individuals in the state service count is provided in Table 8. The status of a migrant student may change in the course of a 12-month period. For the purpose of this review, the status at the time of the initial migrant education funded service was the status variable used in this analysis.

Individuals classified as Formerly Migratory agricultural represent the greatest percentage of the served population. A total of 3,891 individuals (40.8%) were in this category. The children of agricultural workers (Status I, II, and III) far outnumber children of fishers in the service population. Almost 98 percent of those served are of this classification. As suggested by law, service priority is to be given to currently migratory individuals holding Statuses I, II, IV, and V. A total of 5,537 individuals were in these categories within the Washington State served[2] population.

Table 8

Service by Migrant Status

	Status I	Status II	Status III	Status IV	Status V	Status VI	Total
Total Served	3,251	2,189	3,891	60	37	120	9,548
Percentage	34.0	22.9	40.8	0.1	<0.1	1.3	

[1] See page 16 for definitions of migrant status.

[2] The reader is cautioned not to make comparisons between the "eligible" and "served" categories by migrant status. The figures in Table 8 are not a precise subset of the figures listed in Table 4. Table 4 represents the eligible K-12 population during the regular school year. Table 8 presents all classifications of served students over a 12-month period.

Instructional Service. The major purpose of the ECIA Chapter 1 migrant education program is to provide supplementary education services to eligible migrant children. The service may vary in time and intensity and a child or young adult may be served in more than one subject area. Each school district designs a migrant education program that is coordinated with its regular basic education program. The service delivery model most commonly used in Washington is the "pullout" model, however, classroom models and replacement models are also in evidence. The area of service is determined by individual student diagnosis or review of the skills information section of the student's educational record.

In the 1986-87 program year, reading predominated as the subject matter most often prescribed for migrant children. This year, 7,302 students were served in reading programs. Language arts instruction, other than oral language development, reached 6,490 students. Oral language development assistance also was a priority need for migrant children. A total of 5,763 students were assisted in this area.

Mathematics was taught to a total of 6,031 students. Readiness programs served 3,120. A total of 3,194 students were served in other subject areas. Table 9 lists the numbers served by subject and student classification.

Table 9

Number of Students Receiving Instruction

Student Classification	Reading	Language Arts	Oral Language Development	Math	Readiness	Other
Preschool	1,559	1,547	2,041	1,669	2,013	217
K-12 (LEA)	5,303	4,273	3,648	3,588	1,107	2,042
Night School	440	670	74	774	0	935
Total	7,302	6,490	5,763	6,031	3,120	3,194

Support Services. Many of the support services provided under ECIA Chapter 1 Migrant enable a child to have a better educational experience. Services such as counseling, health services, dental care, and transportation are provided through school district programs and nonprofit organizations. Table 10 outlines the type and number of services recorded on the state data base for the 1986-87 school year and the summer months that follow, up until July 1, 1987. Within each category of service, the figures are unduplicated counts of children, however, a child may receive more than one support service in the course of the year and therefore the counts are not unduplicated across the five service categories.

Table 10

Number of Students Receiving Support Services

Student Classification	Counseling	Health	Dental	Nutrition	Transportation
Preschool	0	111	58	111	0
K-12 (LEA)	523	2,613	1,289	773	2,626
Night School	110	305	156	65	713
Total	633	3,029	1,503	949	3,339

Table 11

District Level Migrant Program Staff

Position	One FTE Equals	Total Number	Migrant Funded FTE	Non-Migrant Funded FTE	Total FTE
Administrators	Contract	51	8.66	3.62	12.28
Teachers	1,080 hrs.	184	87.18	15.30	102.48
Counselors	1,080 hrs.	13	1.76	.16	1.92
Curriculum Specialists	1,080 hrs.	18	1.26	.25	1.51
Aides/Tutors	2,080 hrs.	215	77.74	5.68	83.42
Record Clerks	2,080 hrs.	69	20.28	.26	20.54
Secretaries	2,080 hrs.	32	6.08	2.82	8.90
Health Staff	Contract	24	3.94	1.94	5.88
Home Visitors	2,080 hrs.	66	19.97	2.32	22.29
Other Staff	Contract	3	.57	.21	.78
Total		675	227.44	32.56	260.00

Staffing. The largest school district federal program budget is for staff salaries. During the past program year, Washington school districts hired a total of 675 persons for various full and part-time positions within migrant education programs. Full-time equivalent (FTE) data are also collected. This year, 260 FTE were hired in all classifications. A total of 227.4 FTE were paid by migrant education funds. Non-migrant education funding supported 32.6 FTE.

Table 11 lists the statewide FTE totals by each type of funding. The base for one full-time equivalent staff varies by classification. Generally, certificated staff work a 1,080 hour year. Tutors, clerks, and secretarial staff work 2,080 hours to be considered full-time.

SECTION 4

STUDENT ACHIEVEMENT

Provisions of the Federal Law. Chapter 1, Section 556(a) of the "Educational Consolidation and Improvement Act of 1981" states that "A local educational agency (LEA) may receive a grant under this chapter for any fiscal year if it has on file with the state educational agency (SEA) an application which describes the programs and projects to be conducted . . . ." The section also lists the assurances that must be made by the LEA to the SEA in regard to eligibility of children, conduct of a needs assessment, parent involvement, and evaluation of program effectiveness.

Section 556(b)(4) further states ". . . that the local education agency will keep such records and provide such information to the state education agency as may be required for fiscal audit and program evaluation." Evaluation designs or models are not specified. However, both LEAs and SEAs must assure that programs will ". . . be evaluated in terms of their effectiveness in achieving the goals set for them and that such evaluation shall include objective measurements of educational achievement in basic skills and determination of whether improved performance is sustained over a period of more than one year."

To summarize, ECIA Chapter 1 requires LEAs to conduct an evaluation that uses objective measures of educational achievement; however, the law permits SEA discretion in matters concerning evaluation and data collection for the state program. This section presents the procedures for the two methods used in Washington State to respond to this requirement.

Washington State Assessment Program. The Revised Code of Washington, Section 28A.03.360, requires the State Superintendent of Public Instruction to administer and report annually the results of a statewide test of basic skills achievement. In 1987, the Metropolitan Achievement Test (MAT6), was administered to all students in grades 4, 8, and 10 during the first week of October. State-level results were prepared for the general student population and for select student subgroups. Administrators coded student participation by special program and by the subject area of service. Thus, the achievement scores of ECIA Chapter 1 Migrant students at grades 4, 8, and 10, identified as being served in instructional programs in reading, mathematics, and language arts, can be reviewed and compared to the general student population, the norm group, or students in other special programs. A summary of performance reports for migrant education participants from the fall, 1987 testing are included here.

The results (see Tables 12, 13, and 14) are reported in two ways for each grade level: the percentages of migrant education students scoring above average, average, or below average on each MAT6 subtest compared to the national norm group and the median national percentile rank of all Washington students on each MAT6 subtest.

The above average, average, and below average categories are based upon stanine scores. Stanines are scores that range from a low of 1 to a high of 9 and indicate students' relative standing compared to the norm group. The below average category (stanines 1, 2, and 3) includes the bottom 23 percent of the students in the national norm group while the average category (stanines 4, 5, and 6) contains the middle 54 percent of the students. The above average category (stanines 7, 8, and 9) contains the top 23 percent of the students in the national norm group. Thus, the percentages of migrant students scoring in each of the three groups can be compared to the national

norm group percentages of 23 percent in the below average, 54 percent in the average, and 23 percent in the above average for all subtests at all grade levels.

The second point of comparison, reported below each column in Tables 12, 13, and 14 is the median national percentile rank (MPR). The MPR describes the performance of the middle (or average) scoring migrant student compared to the national norm group. The migrant MPR indicates the percentage of students in the national norm group whose scores were equal to or lower than the average migrant student's score. The MPR for the national norm group is always 50 for all subtests at all grade levels.

The median national percentile ranks for all Washington State students who took the MAT6 are listed below the migrant education students median national percentile rank.

Table 12 -- 4th Grade

Percentages of Migrant Education Students Scoring in Each of the Publisher's Stanine Groups and Median National Percentile Ranks on the MAT6 -- 1987

Stanine Groups	Nat'l Norm	Total Read	Total Math	Total Lang	Total Basic Battery
Above Average (7,8,9)	23%	2%	2%	1%	1%
Average (4,5,6)	54%	31%	55%	38%	33%
Below Average (1,2,3)	23%	67%	43%	61%	66%
Median Nat'l %ile Rank (migrant)	50	14	27	16	14
Median Nat'l %ile Rank (all state students)--		56	54	53	57

Table 13 -- 8th Grade

Percentages of Migrant Education Students Scoring in Each of the Publisher's Stanine Groups and Median National Percentile Ranks on the MAT6 -- 1987

Stanine Groups	Nat'l Norm	Total Read	Total Math	Total Lang	Total Basic Battery
Above Average (7,8,9)	23%	2%	3%	4%	2%
Average (4,5,6)	54%	19%	35%	32%	22%
Below Average (1,2,3)	23%	79%	62%	64%	76%
Median Nat'l %ile Rank (migrant)	50	9	15	12	9
Median Nat'l %ile Rank (all state students)--		60	56	54	58

Table 14 -- 10th Grade

Percentages of Migrant Education Students Scoring in Each of the Publisher's Stanine Groups and Median National Percentile Ranks on the MAT6 -- 1987

Stanine Groups	Nat'l Norm	Total Read	Total Math	Total Lang	Total Basic Battery
Above Average (7,8,9)	23%	4%	4%	2%	2%
Average (4,5,6)	54%	24%	48%	37%	27%
Below Average (1,2,3)	23%	72%	48%	61%	71%
Median Nat'l %ile Rank (migrant)	50	12	24	16	11
Median Nat'l %ile Rank (all state students)--		55	56	48	53

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Chapter 1 Evaluation and Reporting System (CIERS). The evaluation system currently in use for Chapter 1 Regular programs is a set of uniform procedures for describing project variables and measuring student achievement. To evaluate the effectiveness of Chapter 1 programs, each school district hosting a program uses a standardized test to review student achievement at two points in time. School districts have the option of selecting the test and the test interval. In the Chapter 1 evaluation system the norm-referenced achievement model is called Model A. Students are tested within two weeks on either side of the empirical norm dates. The differences between the pretest scores and the posttest scores are reported in a common metric called normal curve equivalents (NCEs).

Model A measures the academic gains that result from the instruction provided by Chapter 1 over and above regular classroom instruction. With only regular instruction, children are expected to maintain their position relative to the national norms. With the extra help, Chapter 1 students are expected to improve their position relative to the norm group.

A major problem in the use of the CIERS Model A for the evaluation of migrant education programs is that only a very small portion of the students served in the program can be pre- and posttested. Language barriers and mobility are the major reasons for this. Usually only the least mobile and most English-proficient children are tested under the CIERS guidelines. Therefore, while some students may be tested under these guidelines, they are not likely to be representative of the typical student served by the program.

Because of the inherent difficulties in implementing the CIERS system in migrant education programs, Washington State LEAs were not required to use this method of program evaluation. School districts were encouraged to voluntarily submit data. Six of the 66 operating migrant program school

districts were able to do so. Normal curve equivalent (NCE) gain scores were submitted for 219 students (duplicated count across subjects) statewide. This is less than 1 percent of the number of students served in instruction in the 1986-87 school year.

Pre- and posttest data for reading, mathematics, and language arts performance were obtained for the following numbers of students.

Reading, Fall-to-Spring	89 students
Reading, Spring-to-Spring	6 students
Mathematics, Fall-to-Spring	84 students
Mathematics, Spring-to-Spring	6 students
Language Arts, Fall-to-Spring	28 students
Language Arts, Spring-to-Spring	6 students
Total	219 students

The scores were further divided by grade making for a very low number of students per grade in each of the subjects. Only seven grade groups had ten or more students tested. With these low numbers per grade, the amount of measurement error is substantial. For this reason and because the data are not representative of the students served, the actual results are not published in this state report distributed to the public.

SECTION 5

STATEWIDE SERVICES AND SPECIAL PROGRAMS

Program services reach the migrant child and family in ways other than by direct service from local school districts. Other service providers whose target area is regional or statewide include the two Migrant Education regional offices and special statewide projects funded through school districts and non-profit organizations. The total picture of service provided to migrant children in the state of Washington is completed by the following brief description and selected data from these special projects.

Health Services. Federal law allows the state education agency to provide health, welfare, and other support services to eligible school-age migrant children. In Washington, educational service districts (ESDs) also facilitate the delivery of these support services through contractual agreements.

During the last contract year (July 1, 1986, through June 30, 1987), a Health Services Supervisor, located at the ESD 105 regional office, worked with 36 school districts and three day-care providers in coordinating physical examinations for 2,255 children. The Health Services Supervisor also provided technical assistance to school staff and parents through 20 consultations and 14 workshops. Five contracts with health providers were also finalized during this time period.

Under a contract with the North Central Educational Service District (formally known as ESD 171), the Chelan-Douglas and Okanogan Health Departments hired 13 nurses to provide health screenings, examinations, and services to the children of migrant laborers. This north central part of Washington State is heavily impacted by migrant workers engaged in harvesting one of the nation's largest fruit crops. The harvest season extends from late August through October. Using a team approach, the nurses work with school

personnel, parents, and physicians to screen children, treat problems, and make referrals during this impact period.

During the 1986-87 contract period, medical services were provided to 2,412 children (unduplicated count) in the North Central ESD Co-op area. A total of 1,189 children received dental examinations, 1,867 children were given medical screenings, and 963 children received visual screenings. As a part of this contract, 965 children received full physical examinations. The screenings and examinations resulted in 103 referrals for medical treatment; 377 dental referrals; 60 recommendations for treatment of ear problems; and 137 recommendations for complete vision examinations and glasses. Emergency treatment was given to 98 children. Health related supplies were distributed to 671 children.

The North Central ESD Health Project for migrant children served the Cascade, Entiat, Cashmere, Eastmont, Bridgeport, Palisades, Orondo, Chelan, Mason, and Wenatchee School Districts. This was the fourth year of operation for the Migrant School Health Program in Okanogan County. It served Oroville, Tonasket, Omak, Okanogan, Brewster, and Pateros School Districts.

A key component in this Health Project is the home visit. During the past year, 151 home visits occurred. Although time and funds limit the extent to which these visits can be made, they do provide the nurse with the opportunity to assess the home situation, communicate with the parents, and make appropriate referrals. This communication effort also heightens parental awareness of the health needs of their children, and the program inevitably benefits from this partnership.

Secondary Programs. Two special programs have been developed to serve the needs of the migrant secondary student. These "high risk" students often dropout of school at an early age and begin to work in the fields themselves,

thus making high school graduation an unreachable goal. A description of the programs and 1986-87 accomplishments follows.

The Portable Assisted Study Sequence (PASS) Program. The PASS program has been operating in Washington since June, 1981. Modeled after the successful California program, the PASS program seeks to prevent migrant students from dropping out of high school. The program does this by preparing and distributing course work that is sequenced and qualifies students for full or partial credits toward high school graduation.

The PASS program is coordinated and operated through the Prosser School District. Migrant high school students throughout the state are sent course packages from Prosser. Counselors, tutors, and teachers at the local districts monitor progress and assist with problems. Students must be enrolled in a local school district to be eligible for PASS correspondence courses.

Each course adapted for use with migrant students is divided into five discreet instructional units. If a student moves, he or she can take the portable learning package along to finish at another site. Continuous contact is maintained between the PASS coordinator and the local school contact. Transcripts listing completed course credits are transferred from the PASS office to the student's school. In reporting it's services, the PASS program counts students and the number of courses in which any student enrolls (course enrollments). A student usually enrolls in one or more courses.

In its sixth year of operation, the PASS program recorded 596 course enrollments. The 596 course enrollments represent the work of 392 students. The course work was completed in 41 different schools. Out of the total number of students, 236 (60%) were active migrants and 156 (40%) were settled out. Fifty-four percent were female; 46 percent were male.

One of the major goals of the PASS program is to help migrant students graduate from high school. In 1986-87, 66 PASS students graduated from high school. This represents 84 percent of PASS grade 12 students and 17 percent of all enrollees.

The PASS program was also used by three night schools serving 49 students and three summer schools serving an additional 26 students. In a continuing effort to prevent high-risk students from dropping out of school, the PASS program was adapted for use with a select number of non-migrant youth. This segment of the program, which was not paid for through migrant education funds, served 102 students in 16 schools.

Secondary Credit Exchange. Migrant students in the upper grades have special problems and the dropout rate is high. Many older students work in the fields before or after classes. Oftentimes, they have the responsibility of caring for younger siblings. When these factors are added to the mobility problem, it is understandable why high school graduation is not always within reach of this segment of the migrant student population.

Another effort aimed at assisting students achieve high school graduation is the Secondary Credit Exchange. This program facilitates the accumulation of high school course hours for classes taken while in Washington schools. Night school instructional course hours are transferred to the student's home-base school, which decides whether the instruction will count toward credits and local graduation requirements.

Seven school districts -- North Franklin, Mabton, Granger, Othello, Pasco, Toppenish, and Yakima -- participated in the program. The MSRTS records indicate that during the 1986-87 school term, 707 students were registered in the Secondary Credit Exchange category during the regular school term. Ninety-four percent or 664 students were current migrants. An additional 650 students were listed as summer program enrollees.

Preschool Programs. A key factor in a successful basic education program is the early childhood experience. The Washington State Migrant Education Program funds six special programs to enhance preschool experiences.

Individualized Bilingual Instruction (IBI). The IBI project operates all year at Moses Lake and Connell, Washington. The IBI program concentrates on the particular educational problems faced by children who move during their early years. The project's goals are to advance children in pre-academic skills, help children become functionally bilingual in English and Spanish, and develop an individualized curriculum sequence from preschool through third grade for the development of language and academic subjects. Parallel programs have been established in Washington and Texas for continuity of program for the mobile preschool migrant child.

The Moses Lake site served 25 preschool and 22 kindergarten children. The Connell program hosted 49 preschoolers and 26 kindergarten participants. The Individualized Bilingual Instruction Project is a nationally-validated project in the National Diffusion Network.

Washington State Migrant Council (WSMC) Preschool Program. The WSMC program is the state's largest preschool provider for migrant children. In its third year of operation, the WSMC served 1,643 preschool program participants, 209 kindergarten children, and 82 first graders. The WSMC preschool program operating sites include: Mabton, Toppenish, Walla Walla, Sunnyside, Whitstran, Pasco, Moses Lake, Othello, Mount Vernon, Quincy, Wapato, Granger, Grandview, and Lynden.

Thirteen other preschool sites served migrant children during the 1986-87 program year. This included centers operated by **Educational Institute for Rural Families (EIRF), Enterprise for Progress in the Community (EPIC), La Paloma Northwest**, and the **Walla Walla Community Daycare (WWCD)**. The EIRF

programs operated at three sites: Etopia, Basin City, and Pasco, where a total of 301 preschool and 24 school-age children were served. EPIC, a continuing preschool provider, operated day-care centers in Naches, Parker Heights, Sunnyside, Toppenish, Wenatchee, and Yakima. The total service count for EPIC programs was 689 preschool participants and 275 school-age children.

Also in its third contract year, La Paloma served 268 preschool children at four sites. The Walla Walla Community Day Care program served 99 preschoolers and 91 school-age children at its Walla Walla location.

This section concludes the 1987 Washington State report on the services rendered under the ECIA Chapter 1 Migrant Education program. A summary of program activity concludes this report.

SUMMARY

Extensive supplementary educational services were rendered to the children of migrant laborers in the state of Washington in fiscal 1987. The following statistics highlight the year's activity.

- 23,937 children and youth in all classifications were eligible for service and were registered on the MSRTS during the regular school term.
- 2,897 children and youth in all classifications were eligible and registered on the MSRTS during the summer session.
- Using the current federal definition of "served" (instruction and/or support combined), 9,548 individuals (unduplicated) were served in fiscal 1987.
- 66 school districts in the state operated migrant education programs and served children in instructional programs.
- 7,302 students were served in reading.
- 5,763 students were served in oral language development.
- 6,490 students were served in language arts.
- 6,031 students were served in mathematics.
- 675 persons were employed by migrant education in the state of Washington in the 1986-87 program year.
- The Migrant Student Record Transfer System staff conducted 73 inservice workshops for over 400 school district employees.
- Two regional migrant education resource centers were established in ESD 105 and ESD 189. Personnel from the centers presented 82 specialized workshops for school district staff members.
- Physical examinations were provided to 2,255 children.
- 2,412 children and youth benefited from health care provided through the North Central Health Project.
- Over 5,000 preschool and school-age children were served in supplementary education programs through contracted preschool providers.
- The PASS program helped 66 students graduate from high school in 1987.

Requests for additional information on the
Washington State Migrant Education Program should be directed to:

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